DOCUMENT RESUME

ED 208 896 IR 009 810

AUTHOR Bartkovich, Jeffrey P.
TITLE Library Reference and the Grantsmanship Process.
PUB DATE 12 Jul 81
NOTE 19p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Faculty; *Grantsmanship; *Information Sources; Learning Resources Centers; Library Materials; Library Personnel; *Reference Materials; *Search Strategies; Two Year Colleges; Worksheets

ABSTRACT

To provide faculty and administrators with information on funding, the Learning Resources Center's library reference staff at the New River Community College in Dublin, Virginia, developed three 50-minute mini-seminars consisting of lectures and discussions followed by questions and hands on practice. Instructional objectives of the program stress the content of relevant sources and how to retrieve that information. Field testing the program and agenda determined the amount of time needed to discuss each of the major reference tools and identified which sources were to be covered in-depth. The introduction precedes grantsmanship in general and foundations reference aids in Mini-Seminar 1. Mini-Seminar 2 covers newsletters, tabloids, and updating services for federal aid, while Mini-Seminar 3 includes rules and regulations, preparing grant request aids, and the conclusion. The reference staff also developed a form for grant applicants to provide information necessary for identifying relevant funding sources. Five attachments and a basic search strategy are provided. (RBF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208896

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

LIBRARY REFERENCE AND THE GRANTSMANSHIP PROCESS

by

Jeffrey P. Bartkovich

July 12, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jeffrey P. Bartkovich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR009810

INTRODUCTION

Academic grantsmanship is now of institution-wide concern. No longer are the search, the identification and the solicitation of non-traditional grant funding sources left to chance. Colleges and universities are initiating major efforts to assess their existing missions, to evaluate their long-term goals, and to develop comprehensive and coordinated resource development programs to assist and insure the attainment of their educational master plans. Consequently, the grantsmanship process, like a Cinderella, has overcome her stepchild status and joined the regal educational family in formal ritual and dance with administrative approval. However, unlike the fairy tale, this Cinderella, if properly looked after, will not have to leave the ball at the stroke of twelve; but more likely will be adopted into the established bureaucracy, and if successful become the fairy god mother for the entire institution. At New River Community College in Dublin, Virginia, the Learning Resource Center's library reference staff is actively involved in the final preparation for the formal ball. What follows is a brief description of one project which may prove beneficial to other libraries, whether they are waiting for Cinderella's coach or serving her needs already.

BASIC PROGRAM DESCRIPTION

As part of its basic print collection, the Learning Resource Center (LRC) houses several standard resource development reference aids which are used to locate potential funding agencies for specific projects and activities. Examples include The Catalog of Federal Domestic Assistance, The Guide to Federal Assistance, and The Foundation Grants Index. Additionally, the LRC subscribes to numerous serials which provide up-to-date information concerning congressional action, appropriations, deadlines and other types of announcements which are necessary for successful grants planning. Examples include The Federal Register, Grantsmanship Center News, Foundation News, The Chronicle of Higher Education, and Federal Research Report.

After brief discussion with the college's resource development officer, it became apparent to the author that not only did faculty and administration not know the full potential of these reference tools (i.e. purpose, content and utilization), but that some were unaware of their existence in the LRC. To remedy this situation, a series of open seminars were proposed to acquaint the college's staff with these resources. During the preliminary planning and visual aids preparation stage, it became clear that the basic training of the reference librarian in areas such as cross-referencing, multiple subject searching, question negotiation, and single source information retrieval were valuable resource skills which could further assist those interested in grants planning.

The final program draft consisted of three mini-seminars of approximately fifty minutes of lecture and discussion followed by

questions and hands-on practice. Each mini-seminar relied heavily on the distribution of handouts, the viewing of transparencies and slides, and more importantly, the physical presence of the specific reference tool being analyzed. The purpose of the mini-seminars was "to introduce the various resource development tools available in the Learning Resource Center, specific organizational and format considerations, and proper methods of utilization for program inquiry and development." To support this purpose, five instructional objectives were decided upon which stressed the simple facts of what sources had what information in them and how one went about retrieving that information. More specifically, the objectives were stated as follows:

1. To identify the resource development reference tools available through the LRC.
2. To acquire a basic understanding of their different physical formats.
3. To distinguish their different applications for resource development.
4. To gain working familiarity with the content and organization of each resource tool.
5. To acquire a basic understanding of each tool's potential for resource development strategies, inquiries, and program formulations.

Field Testing the Programs and Agenda

The mini-seminars were first presented to the resource development officer to ascertain the amount of time necessary to cover each of the major reference tools adequately and to modify any of the contents of the handout packages or visual displays. It was decided at this point that while all available resources should be introduced, that only those

major sources which provided complete program descriptions which detailed purpose and intent of the funding agencies, and could provide the inquirer with a funding history, and example grants would be dealt with in depth. The revised series of mini-seminars were again tested with the college's Title III Coordinator and her administrative assistant. The final agenda for each mini-seminar was then formalized and offered as follows:

Mini-Seminar #1

A. Introduction (10 minutes)

B. Grantsmanship in General (5 minutes)

   1. Grantsmanship Center News
   2. "Grantsmanship Newsletter" (NRCC publication)
   3. LRC Library Collection

C. Foundations (35 minutes)

   1. Foundation News/Bimonthly Index
   2. Foundation Grants Index
   3. Foundation Directory

Mini-Seminar #2

A. Newsletters and Tabloids (10 minutes)

   1. Federal Research Report
   2. Federal Notes
   3. N. E. H. publications
   4. The Chronicle of Higher Education

B. Updating Services for Federal Aid (40 minutes)

   1. The Catalog of Federal Domestic Assistance
   2. The Guide to Federal Assistance

Mini-Seminar #3

A. Rules and Regulations (30 minutes)

1. The Federal Register/Code of Federal Regulations

2. Grants Administration Manual

B. Preparing the Grant Request Aids (15 minutes)

1. Reference Tools

2. NRCC Resource Development Officer

3. NRCC LRC Staff

C. Conclusion (5 minutes)

The lectures and presentations tended to be descriptive rather than interpretative, stressing the format of each reference tool and the content application. Each reference tool was analyzed as to its part in the grantsmanship process and whether its major strength was in the provision of brief notes, announcements and deadlines; or guidelines, histories, and project summaries; or background narratives and current trends articles; or rules, regulations and contacts; or how to use preparation aids; or whether they were oriented toward federal or non-federal programs. (Attachment 1)

Conclusion

As institutions of higher education continue to incorporate academic grantsmanship into their daily activities, the library reference staff can play an important role in advancement of college-wide awareness of the basic reference tools used in the process. The program described at New River Community College is an example of the type of activities that the library staff can initiate for the benefit of the faculty and administration. If you would like additional information concerning this program or a copy of the transparencies, please contact the author.

Further Involvement of the Reference Staff

The integration of the reference staff into the grantsmanship process did not stop with the presentations of the mini-seminar series. The resource development officer asked the author to assist her in the creation of a "Concept Data Sheet" which all potential grant seekers would fill out to provide essential information on their field of activity or project interest. What was constructed was a modified version of a typical reference interview based on the primary tenets of question negotiation taught in every library school; that is, start with a few declarative questions to establish rapport, followed by a series of open-ended questions beginning with the broad ideas, progressively narrowing the questions to the specifics. (The "Concept Data Sheet" will continue to be adapted with experience and is shown in Attachment 2. Attachment 3 is a more specific critique of the "Concept Data Sheet" which will be completed by the grants officer to provide more exact terminology during the search and identification of possible funding sources.)

Also provided at the request of the grants officer was a step-by-step narrative describing the basic search strategy for retrieval of information from The Foundation Grants Index and The Foundation Directory. Again, the basic analytical and cross indexing logic of the reference librarian came into play as the document offered an explanation of the manipulation of subject headings and the intellectual creativity of expanding searched through alternative tracings. In conjunction with this narrative, a worksheet was constructed to assist the patrons in formulating this search and keeping track of their progress. (These documents are provided in Attachments 4 and 5.)

Attachment 1

Resource Development Reference Tools
by Content Application

	Brief Notes, Announcements, Deadlines	Guidelines, Histories, Summaries	Background, Current Trends, Articles	Rules, Regulations	How-To, Preparation, Aids	Federal (F) or Non-Federal (N) Programs
Fed Res Reports	X					F & N
Grant Newsletter		X			X	F
Va End for Hum	X					F
Grants Center News			X			F & N
Found News/Index	X		X			N
Fed Register/Code				X		F
Humanities News	X		X			F
Chron of Higher Ed	X					F & N
Found Directory		X			X	N
Found Grant In	X					N
LRC Library					X	F & N
Cat Fed Dom Asst	X	X		X	X	F
Guide Fed Asst	X	X		X	X	F
Grants Admin Man				X		F

Attachment 2

Format I

New River Community College
Resource Development Office

Grant Pre-Application Concept Data Sheet

(1) Name_____ Date_____

(2) What might be a possible title for the grant?_____

_____

(3) What is/are the general purpose(s) of the grant?_____

_____

_____

_____

(4) How will this purpose be achieved?_____

_____

_____

_____

(5) What are some expected results?_____

_____

_____

_____

(6) Who will be the main beneficiaries?_____

_____

(7) Any idea how much grant money will be necessary?_____

(8) What will the grant monies be used for?_____

_____

_____

_____

(9) How long should the grant be for? 6 months_____ 1 year_____

2 years_____ more than 2 years_____

(10) What commitments will NRCC have to make? (Short term and long term.)

_____

_____

(11) Do you know of any possible funding sources? Yes____ No____

If Yes -- who? and how did you find out about this possible funding source?

_____

_____

_____

(12) Do you have any other information which might be helpful in locating a possible funding source at this time?

_____

_____

_____

(13) Why should something like this be funded?_____

_____

_____

_____

_____

(14) Are there any deadlines we should be concerned with?_____

_____

Grant's Office Comments:

Attachment 3

New River Community College
Resource Development Office

Grant Officer's Review of
Concept Data Sheet

Grants Office_____ Date Received_____

(1) Contact Person_____

(2) Proposed Title_____

(3) Non-Federal_____ Federal_____

(4) Type of grant being requested: Demonstration (Seed)_____Pilot_____

Consulting_____Project_____Training_____Research_____

Other (specify)_____

(5) Duration_____

(6) Amount_____

(7) Requesting:

Equipment_____	Software_____	General M & O_____
Personnel_____	Scholarships____	Construction_____
Release Time_____	Loans_____	Print Material_____
Other (specify)_____		

(8) Possible College Commitments_____

_____

_____

(9) Cooperating Agencies_____

_____

(10) Major Impact

By Place:	By People:
specific department_____	students_____
college wide_____	faculty/staff_____
local_____	public at large_____
regional_____	specific population segment_____
state_____	other public agency_____
national_____	business/industry_____
other_____	other_____

(11) How will this grant effect the major beneficiary?_____

_____

_____

_____

_____

(12) Possible descriptors/subject heading for searching?_____

_____

_____

(13) Potential Funding Agencies_____

_____

_____

(14) General Comments_____

_____

_____

_____

_____

_____

Attachment 4

New River Community College
Resource Development Office

Basic Search Strategy
for the
Foundation Grants Index and Directory

Preliminary: Your immediate goal in using The Foundation Grants Index and Directory is to assemble a potential list of grant makers who might be interested in funding your particular field of activity or specific project. In the end this basic search should yield the names of maybe ten possible donors for your project. The keys to a productive and complete search are a thorough knowledge of New River Community College, its Educational Master Plan and its current goals; the ability to analyze your project and its purposes, intentions and benefit from as many different perspectives as possible; and a clear understanding of the programs, funding histories, and current granting patterns of specially identified foundations. To better assist you in this search therefore, fill out the "Grant Pre-Application Concept Data Sheet" to help structure your ideas.

Step 1: Complete as fully as possible the "Concept Data Sheet" available from the College's resource development office.

Step 2: Review your statements of purpose and intent, beneficiaries and title, and draw out those key words and phrases which are succinctly descriptive of the grant, i.e., those broad subject headings which define or identify the major purposes of the project, the major field of interest, and the target population. (Examples: purpose-improve classroom instruction, media purchases, child care equipment, scholarship and training monies; field of interest-sociology, business education, libraries, health care; target population-handicapped, elderly, minorities, female veterans.) Make a list of four or five words which best describe your project.

Step 3: Are there any other words or phrases not found in the "Concept Data Sheet" which could also be used to describe the project, i.e., alternatives or synonyms. (Examples: elderly-aged, retired, senior citizens; community colleges-technical institutions, junior colleges, community education.) Any other distinctive aspect which may be used to categorize your project? If not make a list of those you have thought of. As you search the Grants Index add to this list any other possible concepts or descriptions you find. Remember, it is better to be as complete as possible and as comprehensive in your search as is necessary and take as long as is required to be exhaustive than to overlook a potertial funding source due to haste, impatience or duress.

Step 4: Combine the lists from Steps 2 and 3 on the worksheet provided making copies of the worksheet if needed. Open the most recent annual volume of The Foundation Grants Index and turn to "Section III: Key Words and Phrases." Search this section keeping a list of grant identification numbers for each description on the lines provided on the worksheet.

Step 5: Do you know of any successful person or agency or community college who has received a grant similar in scope, intent or purpose as yours? If not go on to Step 6. If you do, turn to "Section II: Recipients" and see if you can locate that successful grantee. Copy down all the grant identification number associated with that grantee. Remember, each bound volume is only one year's compilation of data. If you don't know what year the grant was made, search no longer- call them.

Step 6: Turn to "Section IV: Subject Categories Subdivided by Recipient Location." Locate the most suitable subject category and specific subcategory which applies to your particular project. Determine if there were any recipients in this area from Virginia or the surrounding states. If there were, copy down the grant identification number on the worksheet.

Step 7: Combine your lists of grants identification numbers by arranging them in numerical order on the worksheet. You are now ready to search each specific grant so if you haven't already, take a quick break.

Step 8: Look up each grant identification number in "Section I: Grants." Read each brief description completely. Cross out any numbers which obviously do not apply or are similar to your project for whatever reason or limitation; such as field of activity, geographic orientation, type of support, grant range, target population, etc. For those which seem probable or similar, look closely at the data and be sure that the brief narrative and figures provided closely resemble your project in the majority of aspects. If you really think this is a good bet and worthy of further searching copy down the foundation name on the worksheet. Also, while you are on the page, take a look at the other grants which this foundation has funded. Are they similar in intent? Does the foundation seem to have a history of funding projects in your broad field of activity? Are other community colleges receiving grants or just public social services agencies? If you can answer "yes" to these--good. If not, you may consider crossing them off the list.

Step 9: Repeat Steps 4, 5, 7 and 8 with each bi-monthly issue of Foundation News/Grants Index.

Step 10: Merge the lists from Steps 9 and 10 into a master list of highly probable foundations for your project. Look each of these up in the Foundation Directory. Analyze the data provided with great intensity, and cross out any names which do not apply for whatever reason or stated limitation; such as field of interest, history, geographic orientation, type of support, grant range, target population, etc. At this point, be very critical. You really do not want more than ten to fifteen foundations left before going on to Step 11. After this point you can always come back and be more generous in your interpretation of the foundation's potential.

Step 11: Now that the easy part is done, each possible funding source should be researched via annual reports, bulletins, former donors, letters of inquiry, contracts and contacts, calls to past recipients, and any other supplemental information which can help you refine your list to the most preferred prospect(s).

Good Luck!

Attachment 5

New River Community College
Resource Development Office

Worksheet for the Foundation Grants Index

Names _____ Date _____

Proposed Project Title _____

Brief Abstract _____

_____

_____

_____

_____

(1) Descriptions: Write your descriptions on the numbered lines. As you search the Foundation Grants Index, copy down the identification numbers of potential grants for each description on the short lines provided under each numbered line.

1		2		3		4	

5		6		7		8	

(2) Known Recipient: Write the name of the known recipient on the numbered line and the grant identification number of the grants received on the short lines provided.

Recipient #1			Recipient #2		

(3) Subject Category: Write down the broad subject category and specific subcategory used in your search on the lines provided, and copy down the grant identification numbers for those grants received by agencies in or around Virginia.

Category_____ Category_____

Subcategory_____ Subcategory_____

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

(4) Combine your lists in numerical order and follow the procedures in Step 8 in Basic Search Strategy for crossing off those which do not apply.

____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____
____	____	____	____	____	____	____	____	____	____

(5) Copy this worksheet as required to perform the same routine just completed on each issue of Foundation News/Bi-monthly Grants Index.

(6) List those foundations which are left and which consequently need to be researched in The Foundation Directory. During your search in the Directory cross out any not suitable. Those left will be the preferred options which will require in depth research and analysis.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____